



BOOK OF ABSTRACTS

Ss. Cyril and Methodius University, Skopje
Blaže Koneski Faculty of Philology

English Studies at the Interface of Disciplines: Research and Practice

International Conference at the Department of
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8th - 9th April 2022



Skopje, 2022

Универзитет „Св. Кирил и Методиј“ – Скопје
Филолошки факултет „Блаже Конески“

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PLENARY TALKS

Literary Translation and the Ethics of Hospitality

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In global circulation of international literature, translations into English are often considered either as a proof of ‘fame’ or, more likely, as an entryway to broader and more diverse international reading markets. The venues and networks that facilitate the international literary exchange through English obtain significant roles in shaping the ethics and aesthetics of literary translation—from what gets translated to how, why and by whom. In this new context, the literary translator can resist the traditional call to make the original work read “as if written in English” and, instead, capitalize on the intrinsic mutability/hybridity of the English language so it can better express the aesthetics of other languages, especially in cases of less frequently translated world languages. The practice field of literary translation as such becomes a regenerative site for both the guest (source) and the host (target) languages.

Keywords: literary translation, ethics, aesthetics

Language, Distance and (Mediated) Social Reality

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While language itself is a powerful tool in the social construction process (Berger and Luckmann 1991/1966: 40) and the prerequisite for the existence of other social institutions (Searle, 1995), media, considered the source of “pictures in our heads [...] of the external world that is out of reach, out of sight, out of mind” (Lippmann 1922: 29), have undoubtedly transformed and accelerated this process. As observed by Urry (2002), people aim for proximity within three dimensions – with other people in face-to-face interactions, with unique locations in face-to-place interactions, and with special events in face-to-moment interactions, which has been termed by Boden and Molotch (1994: 258, 277) as “compulsion of proximity”. Enabling mediated forms of such interactions, technological affordances of the media together with language have thus satisfied the basic human need, which has gained particular relevance in the aftermath of the Covid-19 crisis bringing about travel restrictions, lockdowns and quarantine. Thanks to its near-instantaneous, dialogic, and decentralized nature and interactivity, cyberspace, in particular, has become an ultra-attractive site for interpersonal and professional communication, socio-political debate, citizen participation, and a more direct and effective communication between political elites and the rest of the society (Kopytowska, 2020).

Starting from the tenets of proximization theory as developed by Chilton (2004, 2005, 2010, 2014) and Cap (2006, 2013, 2017) on the one hand and Searle’s theory of social ontology (1995, 2006, 2010) on the other, the presentation discusses the Media Proximization Approach (Kopytowska, 2013, 2014, 2015a, 2015b, 2015c, 2018a,

2018b, 2020) as a perspective on the construction of (mediated) social reality. Key in this approach are distance-related operations of media text prosumers (both journalists and social media users) enabled by media “techno-discursive design” and “prosumption” dynamics (KhosraviNik, 2014, 2017, 2018). Discursive practices, along with verbal and visual strategies, help to reduce temporal, spatial, axiological, epistemic and emotional dimensions of distance, which in turn impacts on how social relations and the Other are constructed, and how, more generally, certain phenomena, groups or individuals acquire their axiologically and emotionally imbued representations, often with real life implications, within the sphere of collective consciousness. In the presentation we will try to answer the following questions: (1) How do technological affordances and language shape distance dynamics, thus entrusting individuals and institutions with quasi-status functions and deontic powers, reconfiguring relations and bringing about material consequences? (2) How do the structural and functional features of online communication influence its uniting and dividing potential, and how anonymity, on one hand, and mass public accessibility, on the other, enhance these processes?

Keywords: proximization, distance, social reality, media, discourse

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Linking AI and Natural Language Processing

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Artificial intelligence (AI) has been applied to language processing since its inception in the last century. However, only lately, some major breakthroughs have been achieved in its application especially in regard to combining natural language processing (NLP), as part of the AI, with machine learning (ML). More precisely, the deep learning algorithms have taken the ML to a higher level, achieving much better state-of-the-art results. Some of the major breakthroughs were achieved in the past decade thanks to the deep learning algorithms, the transfer learning approaches and in the last several years, with the introduction of the attention mechanisms, such as Transformers.

In this presentation I am going to present the state-of-the-art approaches used for NLP for several applications such as text classification, conversational frameworks (chat bots), machine translation, text to speech and speech to text tasks with the emphasis on their practical usage and implementation. Specifically, several overviews will be presented: 1) an overview of the application of transfer learning using pre-trained models of similar languages to achieve speech recognition of a new language, comparing older and newer methods for their performance; 2) an overview of several applications of text classification for various domain use-cases; for example, churn prediction and customer satisfaction based on text corpuses; and 3) an overview of sentiment analysis application for various domains, one of which is restaurant success prediction. Finally, I am going to address text to speech achievements for the Macedonian language and discuss the future challenges in the field. (Abstract also available in Macedonian.)

Keywords: artificial intelligence, natural language processing, speech recognition, text classification, machine translation

Exploring the Contribution of Arts-Based Reflection to Strengthen Teachers' Identity Development

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A culture of surveillance and accountability, increasing workloads, lack of autonomy, and challenging student behaviour are identified as factors contributing to lower levels of teachers' job satisfaction and ultimately their sense of well-being. The uncertain times as a consequence of the global pandemic have also exacerbated these negative outcomes for teachers who may also be experiencing empathy fatigue and vicarious trauma while assisting colleagues, students and families. How then can we prepare and support teachers to navigate the personal and professional challenges in their day-to-day work, especially for those teachers working in challenging communities or with children from trauma backgrounds? In this presentation we will explore the value of the arts in supporting identity development that incorporates self-care, resilience, and agency. In particular, we examine the use of photo-elicitation, collage, poetry, and graffiti boards, and the flexibility they provide as tools for reflection. While the presentation will focus on experiences of using arts-based reflection with preservice and in-service teachers, connections will be made evident in how arts-based reflection can be used across the life-span and within multiple contexts. As we engage on this journey, participants will be encouraged to reflect on how arts-based methods could be a useful strategy in their own lives and the lives of those with whom they work.

Keywords: arts-based research, identity, resilience, self-care, agency, teachers and teaching, reflection and reflexivity

Instagirls as Quick Media Feminist Icons

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Feminist art projects on social media have successfully called attention to cultural practices and notions of identity which deliberately go against mainstream assumptions of womanhood. Often through auto-performative responses to sexist and misogynistic tropes, they impel audiences to question late-capitalist and neoliberal constructions of "girl-hood." In my talk, I will look at Instagram art projects which critically engage with the trope of the so-called Insta-girl in an attempt to raise issues about the cultural constructions of girlhood on social media and in "real life." With the help of two case studies – Amalia Ulman's *Excellences & Perfections* and Noa Jansma's *Dear Catcallers*, I will discuss the production, circulation, and consumption of a particular type of Insta-girl which appeals to audiences via modes of fetishization and abjection. Jansma's work consists of selfies she took with random men who catcalled her. The documentary character of her project supports her aim to record the

nature, extent, and frequency of catcalling she experienced. In turn, Amalia Ulman's *Excellences & Perfections* critiques the trope of the Insta-girl, a postfeminist, late-capitalist figure characterized by her "oversharing" of intimate details about her everyday life. Both artists received strong reactions from their followers for their playful adaptations of the genre of Insta-girl life narratives. The use of pastiche in their own Insta-narratives incites comments about authenticity and, in turn, throws into relief the inherent misogyny at play when "girls'" authorial practices are called into question.

Keywords: social media, feminist art, affect, precarity, life writing

PANELS

The American 1960s in Real-Time: Teaching and Learning Using Zoom

Panelists:

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The authors have run several virtual exchange courses together, one (Foulke) as a history professor in the U.S. and the other (Zook) as an instructor for ESL in Germany. Clearly, the course objectives for our respective classes differed in some basic ways: While the course was offered as a course in the History Dept. in Ottawa, it was offered as an advanced (C1-C2 level) English course at the Language Center in Marburg. This was possible, because the content dealt with aspects of American history (see below), but classroom discussions in English, work in American/German project groups, and participation in weekly discussion boards provided ample opportunity for the Marburg students to hone their language skills in interaction with native speakers (and for the instructor to assess improvements). Common to both groups (apart from the curriculum) was that the students were exposed to the different perspectives of young people like themselves from another country, in formats that facilitated interaction and encouraged them to challenge and engage each other.

The shared objective of introducing our students to American historical periods and/or cultural movements, so that they might constructively compare past periods with the present day, would require more than merely structuring the course work in a particular way. Utilizing the culture-shaping and -reflecting artifacts of the time in question – literature, music, movies, newsreels, graphic art – would illuminate the period far better than a mere series of history lectures could hope to do. Bringing these elements to the course as objects of contemplation meant, by definition, taking a cross-disciplinary approach to what was primarily a history course.

For our panel, we will discuss our use of this cross-disciplinary approach using examples from one of our courses: *Revolution & Reaction – The Sixties in America*.

Keywords: teaching pedagogy, cultural studies, American Studies, distance technology

The Case for Offering Psychosocial Support to Staff and Students in Higher Education

Panelists:

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In this panel discussion, we look at aspects of professional wellbeing addressed by a project we designed and ran in our roles as members of the Committee for Enhancing the Quality of Teaching at the Blaže Koneski Faculty of Philology (Ss. Cyril and Methodius University, North Macedonia). First, we discuss the project design and the backdrop which gave rise to it. Then, we forge links between professional wellbeing on the one hand and educational psychology and educational philosophy on the other hand in order to highlight the centrality of wellbeing to performing well in any job, including in academia. We review published research in the area to demonstrate how vibrant this field of study has become. Specifically, we present findings on the impact of the current COVID-19 pandemic on the students' and teachers' psychological wellbeing to stress the necessity of providing psychosocial support to both groups. Next, we review aspects of the project and discuss the feedback we received from the project participants and the lessons we learnt as a team.

Panel presentations:

An Overview of the Project “Psychosocial Support for Teachers and Students at the Faculty of Philology during a Pandemic”

Boban Karapejovski

A study carried out at Blaže Koneski Faculty of Philology in the aftermath of the first academic semester impacted by COVID-19 (March-May 2020) highlighted the need among both teachers and students for structured psychological support offered by the institution. In response to this expressed need, the Committee for Enhancing the Quality of Teaching at the Blaže Koneski Faculty of Philology designed and ran a series

of 9 online workshops for teachers in the period March-June 2021, all led by a clinical psychologist. The project was titled "Psychosocial support for teachers and students at the Faculty of Philology during a pandemic" and 15 teachers took part in it. The teachers worked on developing strategies for self-care and, by extension, care for their students in the context of a pandemic, which arguably made them all more vulnerable than ever. The teachers tried out new teaching approaches, most notably such that drew on learner autonomy. Namely, the teachers encouraged some of their classes to hold sessions on their own, i.e. without the teacher present in the (virtual) room, as a way of empowering their learners. The teachers then wrote about their experiences and shared insights. The initial feedback from all project participants (the teachers and, by proxy, their many students) suggests that projects like this one are indeed necessary and beneficial to all involved; the fact that the project is seeing its second phase (December 2021-February 2022) is a testament to this.

Supporting Professional Wellbeing to Develop Agency and Self-Determination in a Higher Education Setting

Elena Ončevska Ager

In this presentation, I turn to theories from the fields of educational psychology and educational philosophy to position university teachers' and students' wellbeing as central to the quality of their academic work. I define professional wellbeing as comprising of four primary dimensions (Warr, 1994): affective content, aspiration, autonomy and competence. I then review how this view maps onto Ryan and Deci's theory of self-determined behaviour (2000), discussing the areas where they (don't) overlap. Next, I look at Seligman's (2011) 'big picture' model of wellbeing, PERMA, which stands for Positive emotion, Engagement, Relationships, Meaning and Accomplishment, as the main pillars to an agentic, fulfilled life. Freire's (1970) work on critical pedagogy will supply the philosophical rationale for supporting professional wellbeing in academia. Using an ecological perspective, I illustrate how we tapped into the above theoretical constructs on our project.

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The Effects of COVID-19 on Teachers' and Students' Psychological Wellbeing and the Way Forward

Sonja Kitanovska-Kimovska

In this presentation I draw on the concept of emergency education to locate the role of education in crisis situations (Nicolai, 2003). I then discuss COVID-19 as an emergency and its impact on higher education globally (UNESCO, 2021). I specifically focus on the needs of undergraduate students and report the findings of previous

research on the impact of the current COVID-19 pandemic on their psychological wellbeing (Chi et al., 2020). There are indications that teachers working from home are affected too (Aperribai et al., 2020), while being expected to provide psychosocial support to their learners. The findings suggest that, in fact, both groups could benefit from psychosocial support (Odriozola-González et al., 2020) as teacher effectiveness in the classroom depends on their own social and emotional skills and wellbeing. Finally, I discuss possible proactive approaches that can be taken to address mental health and help build resilience among teachers and students in higher education.

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From Dialogue to Affective Sharing and Empathy

Iskra Tasevska Hadji Boshkova

This presentation is focused on the presentation and evaluation of the findings included in the publication that is a direct result from the aforementioned project, in which several teachers from the Blaže Koneski Faculty of Philology participated. The publication is available at: <https://coda.io/d/ d-BpfE3Oinz/ supjT# luWLR>

I examine several segments of this publication, especially the ones titled "Care for the other" and "From teaching to connection and inclusion". They are analyzed in the light of defining dialogue and its significance in the process of collaborative learning, as means for creating an interactive atmosphere in classroom, to which students respond positively in terms of affirming and expressing their own voice (O'Dowd 2008). Dialogue is then explained in the light of Mikhail Bakhtin's analysis of speech genres, as relatively stable types of utterances (Bakhtin, 1986), in order to differentiate dialogue (as a specific form) from dialogism – the process of incorporating other's views and standpoints in a certain utterance. It is analyzed in terms of the so-called "classroom stories" that were written by the teachers involved in the project. These narratives convey the imagological perception, the "anti-conquest" (Louise-Pratt, 2008) as a language strategy, since teachers were also trying to express student's point of view. Affective sharing (Decety & Cowell, 2015) is analyzed as a motivation for care of the others, regarding specific themes that are present in different narratives. Empathy is examined in terms of the interaction between perspective and emotion, especially in the third-person perception (Ruby & Decety, 2004). I will conclude by pointing out to the way different approaches to the learning process contributed to teachers' wellbeing and professional improvement during COVID-19 pandemic.

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Analysis of the Feedback from Enhancing Students' Participation in Classes

Kalina Maleska

In this presentation, I discuss the formal and informal practices that the participants in the project for psychosocial support introduced in their classes, as well as the feedback from students and teachers on these practices. I draw on theories that foreground the importance of widening the participation of students, not only through class discussions, but also through providing opportunities for their active participation in teaching and making decisions about the syllabus (Agathocleus & Dean, 2003, Marsh & Middleton, 2010). Additionally, I explain how innovations in educational psychology discussed by various authors (in Preiss & Sternberg, 2010) served as inspiration to me for encouraging students to put into writing some of the challenges they faced during the COVID-19 pandemic. I conclude by discussing whether and, if so, how the enhancement of students' participation, applied in the project on the basis of research of teaching methodology as well as on the basis of the ideas of the teachers who participated in the project, has contributed to offering support to both students and teachers.

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Towards a Better Understanding of (In)Tolerance in Public and Professional Discourse: Ways Forward in Socially Engaged Research

Panelists:

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The panel is organised by the International Network for Intercultural Education Activities (INIEDA), formerly known as ENIEDA (the European Network for Intercultural Education Activities). INIEDA is a transnational collaborative academic network committed to setting up and sustaining exploratory dialogue within, across and beyond regional, cultural and disciplinary boundaries on topics pertaining to interculturality and tolerance.

The panel intends to explore further issues in (in)tolerance in public and professional discourse, showcasing a kaleidoscope of perspectives in socially engaged research. The panelists will focus on the causes and consequences of the surge of intolerance in daily interaction and suggest possible ways forward in promoting values of a more tolerant and inclusive society. The role of education in this context will be highlighted, specifically steps towards raising diversity awareness and interculturality. Panelists take an interdisciplinary approach, ranging from critical discourse analysis, to social psychology and intercultural communication and education.

The panel features 5 invited contributions. In the concluding part of the panel the panel convenor will invite the participants and the audience to reflect upon the issues raised, offering additional insights and perspectives.

The presentations are thematically arranged in the following way:

- 1) Vaccine mandates: deepening the rift between polarized ideology on social media

- 2) New vulnerabilities and disparities as unintended side-effects of the digital transformation of work
- 3) Intercultural interactions in massive multiplayer online games
- 4) Creating a curriculum designed to overcome negative stereotypes and prejudices with the help of the Social Ecological Model
- 5) Teaching interculturality in the digital era: understanding current needs and predicting future requirements

Panel presentations:

Vaccine Mandates: Deepening the Rift between Polarized Ideology on Social Media

Zorica Trajkova Strezovska and Silvana Neškowska

Facing the consequences of one of the most deadly waves of the Covid-19 pandemic towards the end of 2021, the political authorities all over the world struggle to persuade their people to get as massively vaccinated as possible, their rhetoric ranging from threats to even begging. Focusing on ‘vaccine hesitancy’ by a certain part of the population, most governments have started to impose a vaccine mandate for all citizens, which resulted in the eruption of many protests across several European, Australian and American cities. Consequently, the intolerance of “the other”, either vaccinated or unvaccinated, has risen among social media users. By combining the methods of critical discourse and pragmatic analysis, this research attempts to investigate the main pro and con argumentation of social media users (Macedonian as well as those from other countries) made either in individual posts or in the comment threads of posted online news on mandatory vaccination. The detailed pragmatic, rhetorical and discursive analysis of the ongoing discourse reveals that fear, triggered by threat as well as risk, is what justifies both sides’ attitude and reasoning.

Keywords: vaccine mandate, vaccine hesitancy, CDA, pragmatics, social media

New Vulnerabilities and Disparities as Unintended Side-Effects of the Digital Transformation of Work

Sylke Meyerhuber

Side effects of the current digital transformation in the world of work lead to new forms of incivility and impoliteness. This can be classified as structural violence with the approach by peace-researcher J. Galtung (1971, 1975), and analysed with a focus on the rise of new inequalities in the context of work, with reference to qualification, gender, age, nationality, etc. New health hazards as well as disparities at the workplace occur, often as unintended side effects, but with high costs for the individual, the social fabric, the organisations, and societies as a whole. Issues as the digital gender gap (UN, EU), a lack of inclusive long-term technology impact assessments, and a new helplessness of managers who cannot see through the

complexity created by the technology and its algorithms will be discussed. The presentation aims for a cross-disciplinary contribution with recommendations on how to act socially sustainably in the postmodern changing organisations, and with some conclusion for linguistic research in context of the postmodern workplace as well as the responsibility of universities.

Keywords: digital transformation, digital gender gap, stereotypes, structural violence, changing tasks in academic education

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Intercultural Interactions in Massive Multiplayer Online Games

Carolyn Debray

Massive multiplayer online games (MMOs) have become a global phenomenon and are played by millions of people around the world. Many MMOs are designed not just to allow, but to facilitate and require interactions between players, for example through requiring collaboration to solve a task or by including forced downtime in the game (Ducheneaut & Moore, 2004). For many gamers these social interactions become an important part of their motivation to play (Nardi & Harris, 2006; Yee, 2006) and gamers form a significant amount of friends online (e.g. Cole & Griffiths, 2007). These interactions and the increasingly diverse player base have led to some researchers arguing for MMOs as a “new” third space and an important site for community building (Steinkuehler & Williams, 2006).

At the same time these in-game interactions have mostly been researched as part of ethnographies or of self-report studies, such as interviews and questionnaires. While these provide valuable insights, the actual interactions players have online remain underexplored. They appear particularly fascinating though, as the anonymity players are afforded online means that interlocutors are often unaware of certain categorical information (i.e. approx. age, gender, ethnicity) that has been found to be important for inferring common ground (Enfield, 2008), and would easily be available to interlocutors in an f2f setting, thereby creating an interesting interactional context. This presentation will investigate this context by reporting on a pilot study on interactions in MMOs with a focus on the relational practices players engage in and the way they construct their identities in an anonymous online setting.

Keywords: massive multiplayer online games, MMOs, intercultural interactions; community building; identity construction

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Creating a Curriculum Designed to Overcome Negative Stereotypes and Prejudices with the Help of the Social Ecological Model

Michael B. Hinner

Bronfenbrenner's Social Ecological Model has been applied successfully in the health sciences to identify numerous health-related issues and then offer broad-based, comprehensive solutions that range from the individual micro level to the national macro level. Because stereotypes and prejudices are complex phenomena encompassing individual and social characteristics, the Social Ecological Model might serve as a guide in creating a curriculum designed to overcome negative stereotypes and prejudices. At the individual level, a negative self-image and low self-esteem can make a person more susceptible to stereotypes and prejudices. At the interpersonal level, in-group vs. out-group thinking tends to fuel negative stereotypes and prejudices. And at the national level, the socio-cultural environment as well as media can encourage and reinforce intolerance towards specific groups. It is this multi-level characteristic of stereotypes and prejudices that can be challenging for curricula designed to overcome intolerance. The presentation will take a conceptual approach and suggest specific components for the curriculum on the basis of the Social Ecological Model.

Keywords: Social Ecological Model, negative stereotypes, intolerance, overcoming intolerance

Teaching Interculturality in the Digital Era: Understanding Current Needs and Predicting Future Requirements

Svetlana Kurteš

The development of intercultural skills and competencies has mainly been an integral part of the modern languages curriculum. In other words, the onus was on the language teacher to make sure his/her students developed the appropriate level of intercultural communicative skills that would enable them to interact appropriately in intercultural contexts. More recent approaches to this issue (cf. Kurteš, 2019), however, suggest that linguistic and intercultural education (LIE) should be seen as a unified entity and be an integral part of curricula across educational levels. A well-

designed LIE curriculum especially emphasizes the development of interactive skills, helping the student to successfully and confidently participate in the communicative process in intercultural settings. An even more important component is the humanistic one, paying special attention to the development of empathy. An empathetic interlocutor is able to see reality from another person's shoes and understand the diversity of modern society, which in the age of digital communication and the globalisation of the workplace becomes a *conditio sine qua non*. The author will reflect on her personal professional experience and give some examples of best pedagogical practice.

Keywords: interculturality, intercultural competences, linguistic and intercultural education (LIE), empathy

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WORKSHOPS

“Disruptive” Approaches to Transdisciplinary Learning within English-Medium International Education

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Our session is envisioned as a three-parter: namely, as secondary school teachers having undergone/experienced a number of disruptions ourselves – change of curricula, change of modality of delivering curricula, change of resource availability, change of staff and leadership, we plan to unpack our takeaways about the nature of how disruptions can bring us closer to the interconnected transdisciplinary learning goals of/in contemporary international education.

In part one, we will look at how the initial (pandemic- related) disruption presented itself as an opportunity to rethink our respective course’s content, its alignment to the overall program, and its implementation.

In part two, we will look at how this initial disruption, and its subsequent ripples, gave us a chance to retrace our technology imprint, particularly related to resource sharing, interdisciplinary curricular goals, and faculty communication.

In part three, we will look at how the past two years of disruptive learning can be seen as an opportunity to revisit the wellbeing of our students, with the aim to weather the upheaval of distance learning, lack of social connections, exhaustion and supporting their emotional and social well-being.

Keywords: disruption/s, interdisciplinary curricula, English as L1/L2

PARALLEL SESSIONS

English in West-Africa: The Role of Translation and Interpreting in International Trade with the Canary Islands

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Due to the close geographical distance and to a range of historical events, the Canary Islands and West African countries have increasingly close international trade relations. To date, almost 80 companies based in the Canary Islands operate in Africa, according to different sources like the Spanish Chamber of Commerce or the data bases available in AfricaInfoMarket and PROEXCA, dealing with public institutions. To this extent, these companies may have gone through an internationalization process in which several factors, like culture, education, or language play an important role.

As English is considered the global lingua franca, we would like to highlight the incidence of using this language for translation and interpreting purposes and the most required documents should be translated in the trade activity between the Canary Islands and Africa.

To achieve the objective, we prepared a questionnaire of more than 50 questions, which is divided into three sections: information about the activity of the company in Africa, translation needs and interpreting needs. After contacting as many as possible companies in the Canary Islands that export products or provide services to African countries, a total of 61 responses were received.

In this presentation, we will show the results of the questionnaire. Even if French is the predominant language in the above-mentioned African area, there is an important need for translation from English to Spanish or vice versa, particularly regarding the documents used for exportation.

Keywords: translation, interpreting, international trade, English as lingua franca

Political Leaders' Metaphorization of the "Problem Frame" during the Pandemic: Gender-Related Aspects

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This study aims to show how different political leaders ideologically position themselves in the discourse of "problem frame" in their response to the COVID-19 pandemic. To analyse the ideological nature of the "problem frame", 17 (5 female and 12 male) leaders' national lockdown speeches from different countries (such the U.S., England, Scotland, Russia, Ukraine, Lithuania, China, Canada, Australia, New Zealand, Argentina etc.) were collected and analysed within the theoretical framework

of critical metaphor studies (Cameron, 2013; Gibbs, 1992; Goatly, 2007; Musolff, 2016, 2021; Charteris-Black, 2011, 2017) and frame semantics (Fillmore, 1982). Procedurally, metaphors in the collected speeches were identified by procedurally applying Pragglejaz Group's MIP and MIPVU (2007; 2010), and coded into thematic categories via NVivo 12.0. Overall, 19 thematic codes (1059 metaphorical expressions) were established, and their content analysis demonstrated inter-individual variability with female political leaders focusing more on inclusive leadership, agentivity and collective responsibility, while male political leaders' speeches contain more aggressive communication with a lot of emphasis on othering the virus, objectification and individual responsibility.

Keywords: political leaders, metaphor, lockdown speeches, pandemic, gender-related communication

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How Does James Joyce's *Ulysses* Impact Students' Perception of Life?

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This qualitative study explores students' perceptions of life and the impact of fictional texts on life based on the analyses of James Joyce's *Ulysses*. Despite numerous studies in the field (Satija, 2002; Hughes-Hassell & Lutz 2006) paper revises Joyce's works from a new perspective. More specifically, it investigates how literature becomes a means for students' understanding of the world and themselves. Its main objectives are to (a) understand students' needs; (b) investigate their reading habits; and (c) find the relation between reading books and their world view.

Reading literary narrative fiction has the potential to change readers' sense of self (Fialho, 2019; Sikora, Kuiken & Miall, 2010) and their perceptions of others

(Hakemulder, 2000). In this study, we explore if the representative sample of Azerbaijani university students experiences any personal changes in their perception of life after reading certain fictional texts, i.e. *Ulysses*.

Participants were students enrolled in 3rd and 4th courses at Azerbaijan University of Languages. The data for analysis came from students' survey answers. Students answered the questions related to the understanding, importance, and effects of literature. They filled in the survey twice – before and after reading. We had two groups of students: those who read the experimental reading and those who did not.

The students' responses to the Post-Reading Survey (PRS) were somewhat different from their responses to the Experiencing Survey (ES). Different results show changes in students' preliminary and current attitude to reading fictional texts.

Keywords: perception, literary texts, reading, *Ulysses*

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On some Intercultural and Interdisciplinary Aspects of Bachelor Thesis Writing

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Academic writers position themselves in accordance with various sociocultural, linguistic and institutional contexts. The process of developing academic writing competences inspired me to scaffold a good case for the position of bilingual and translingual vision (Coste, Moore & Zarate, 2009; Piccardo, 2018) in order to challenge the institutional practices and the Anglo-centric myth (Edwards, 2004). Specifically, I tried to answer the question: How is student academic writing affected when they produce a BA thesis in L2 (English) in their local context while simultaneously trying to cope with the intercultural instruction and the local institutional requirements?

The aim of this qualitative study was to examine the perceptions of student writers and their mentors about the intercultural writing practices, the learning outcomes and the confidence they develop while learning to sound “international”. In other words, the focus was on finding out whether the interaction between mentors and mentees produces more genuine transnational education or encourages deemphasizing of the value of the local writing norms and practices while not questioning the foreign ones. The methods used were an analysis of student theses' structures written in L2 (English) and semi-structured interviews with three students and with their mentors addressing the thesis writing process in three fields: TESOL, literature and translation.

Results showed that the exposure to English-medium instruction in regard to academic writing was seen as a positive one by all participants. The Anglo-centred and the Macedonian-centred understandings of BA thesis as a genre, the types of argumentation used, and being objective as an academic writer will be discussed.

Keywords: L2 academic literacy, BA thesis writing, Anglo-centred writing, international education research

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Artificial Intelligence and Language Learning: Evaluating Teacher Candidates' Perceptions toward Chatbots as Conversational Agents

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Thanks to recent advances in Artificial Intelligence (AI), particularly in Natural Language Processing (NLP) and deep learning, chatbots have been increasingly adopted in different areas. However, research on the attitudes and impact of this new technology and its implementation in language learning is very scarce (Hwang & Chang, 2021; Bailey et al., 2021). This presentation aims to bridge this gap by evaluating the perceptions of using conversational agents as language partners among EFL teacher candidates. For this purpose, three conversational agents were used over a four-week period by 84 pre-service teachers from a middle-sized university in Spain. Following a mixed method, the participants were required to interact autonomously in English (text-based and/or voice-enabled) with the intelligent agents, so they were instructed on using different topics, sentence patterns and vocabulary. The participants had to evaluate the three conversational agents through a framework including technical and linguistic features such as language accuracy, response interval, speech recognition and semantic coherence. Then, the teacher candidates debated in class about the affordances and constraints of using chatbots in language learning. Quantitative and qualitative data were gathered through the transcripts of the interaction provided by the participants and a survey based on the Technology Acceptance Model (Park, 2009) which were analyzed through the IBM SPSS statistics 20 software. The results indicated positive perceptions toward conversational agents, particularly in relation to Perceived Ease of Use (PE) and Perceived Usefulness (PU) but the scores were more moderate regarding Perceived Behavior Control (PBC) and Behavior Intention (BI).

Keywords: Artificial Intelligence (AI), conversation agents, language learning, student perception, Technology Acceptance Model (TAM) scale

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Adaptation in Subtitling

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Subtitling, or film translation, is made up of two key components: the translation itself and adaptation. The adaptation is necessary for the subtitles to blend in the background and complement the film, rather than attract unwarranted attention and distract from the enjoyment of watching a movie.

In my paper I will focus on explaining the process of adapting the subtitles to the various temporal, stylistic and other constraints using real-world examples. I will attempt to shed light on this technique for both the seasoned and the less experienced translators. I will discuss the ways in which the translators must cherry-pick the most relevant details and summarize them in a maximum of two lines of text, not longer than 35 characters each. I will also touch upon the differences between translation and adaptation in the context of subtitling.

I will use various types of media – feature films, documentaries and online trainings to illustrate the key points when it comes to adapting the subtitles.

Keywords: film translation, subtitling, translation versus adaptation, language economy, movies, documentaries, online trainings

Revisiting Coetzee's *Disgrace* in the #MeToo Era

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More than two decades after it was published, J.M Coetzee's award-winning novel *Disgrace* continues to raise relevant questions regarding Otherness, race, class, as well as consent and the position of women in the patriarchal society. In the wake of the #MeToo era and the social changes it has brought about, revisiting the main protagonist in *Disgrace*, professor David Lurie, calls for a reevaluation of his actions regarding sexual violence committed from a position of authority related to both class and race. Additionally, this paper aims to connect his actions to the romantization of love and violence towards women in academia, in the sense that as an English professor,

Lurie justifies most of his actions from the perspective of the Romantics, specifically Lord George Gordon Byron. Finally, the paper strives to establish how the novel communicates nowadays with experiences that go beyond the post-apartheid social and cultural environment of late 20th century South Africa.

Keywords: Coetzee, Disgrace, #metoo, sexual violence, race

Spatial and Social Deictic Expressions in Spoken Discourse: A Case Study

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The main purpose of this study is to analyze spatial and social deixis in spoken discourse taking into account the theoretical framework concerning the topic in hand as well as the spoken language.

Spatial deixis is related to the concept of distance. It identifies an entity by relating it to its place which is established with reference to the deictic centre (Valeika & Verikaitė, 2010: 18). Demonstratives are place (or spatial) deictics. They indicate the relative distance of an object, location or person vis-à-vis the deictic center (also called the origo), which is usually associated with the location of the speaker (Diessel, 1999: 36). When dealing with social deixis, it is generally accepted that this type of deixis is related to the social status or relationship of participants or decoders of the speaker's message. Social deixis involves the marking of social relationships in linguistic expressions, with direct or oblique reference to the social status or role of participants in the speech event (Levinson, 2004: 119).

For the purpose of analyzing and finalizing a conclusion correspondent to the conducted research, one debate is analyzed. The corpus of this study includes the final presidential debate between Donald Trump and Hillary Clinton, while the study includes a corpus of 16.378 words. The most striking results to emerge from the extracted data are related to frequency of the means of expressions regarding spatial and social deixis in English. The most frequently used expression to mark space is the demonstrative pronoun *this* being followed by the demonstrative pronoun *that*, the adverb of time *now*, the adverb of place *there*, etc. As far as social deixis is concerned, the most used honorific is *President*, being followed by *Secretary*, *Mr.*, *Sir*, etc.

Keywords: deictic expressions, spatial deixis, social deixis, spoken discourse

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Traumatic Identities in Contemporary Dystopias

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The main objective of our research is to explore the traumatic consequences of 'intersectionality'. First coined by legal scholar Kimberlé Crenshaw back in 1989, 'intersectionality' can be defined as the overlapping of various identity categories – class, gender, ethnicity, race, age and disability. Each individual undergoes unique experiences of discrimination, oppression and eventually trauma depending on the multitude of categories he/she is framed into. Trauma may cause people to lose their sense of self and the ability of coping with a full range of emotions and experiences. In order to achieve our goal, we prepare a multidisciplinary theoretical framework based on works conceived by acclaimed scholars such as: Sigmund Freud, Gustav Jung, Karl Marx, Simone de Beauvoir, Madan Sarup, Carleton Coon, Judith A. Howard, Dominick LaCapra and Dylan Sawyer, among many others. Likewise, our theoretical endeavour is enforced by a comparative analysis of two dystopian texts: The Maze Runner series (2009, 2010 and 2011) by James Dashner and The Hunger Games series (2008, 2009 and 2010) by Suzanne Collins. Thanks to the authors' exquisite mastery of psychological and sociological attributes in constructing their plots and characters, we expose a series of traumatic hypostases generated by multiple identities. If being poor is bad, being poor and simultaneously a woman, with the wrong skin colour, a physical or mental disability and belonging to the wrong community can be even worse. Such a description may fit Katniss Everdeen in The Hunger Games, but also many other characters depicted in the selected trilogies. Our methodology combines critical reading and intertextuality, underlying the relationships between texts, while applying patterns, questions, and theories meant to enhance clarity and comprehension. We expect, therefore, to sound a warning signal regarding a series of issues that are part of literature as they are of real life, but which processed through narration can be much better interiorised by the public.

Keywords: identity, trauma, class, race, gender, age, disability

(Re)thinking the Unthinkable: Holocaust Revisited in Philip Roth's *The Plot Against America*

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The proposed paper will explore the ways in which Philip Roth's 2004 *The Plot Against America* engages with the type of trauma that may pervade any society shaped by the transformative and performative powers of public and/or private discourse. Placed at the intersection between dystopia, alternative history, socio-political

observation and psychological investigation, the novel's dark counter-narrative of American history gains plausibility due to the replication, transplantation, and skillful fictionalization of the painfully familiar Holocaust-scenario against a U.S. background. In order to imagine the effects of an aggressively anti-Semitic regime upon the 1940s United States, Roth goes back to his own Newark childhood and to the individual, as well as the communal experience(s) of unexpected, yet increasing failure of American dreams in the Jewish neighborhood. From within the open society that declaredly protects and integrates multicultural values, Roth writes to draw attention to its democratic vulnerability and perishability.

My aim is to critically analyze the novel's intricate renditions of manipulative discourses and their reverberations in private and group consciousness, alongside Roth's effective appeal to speculation, introspection, and the unwritten power of collective memory. As a member of the Philip Roth Society, I will do so in the generous frame of already-existing, up-to-date Roth criticism, via close readings in interdisciplinary context. The selected examples are meant to illustrate the novel's solid grounding in socio-historical and biographical precedents, which shape it as a provocative cautionary tale and a potential plea for inter- and trans-generational/ -continental understanding and reconciliation.

Keywords: Americanness, (counter-)history ideology, narrative, plausibility.

Cultural Vocabulary Input of Graded Readers

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In the context of EFL teaching, vocabulary provides texts with their cultural focus while fostering cultural awareness (Porto & Byram, 2016). Thus, EFL learners who are exposed to a wide variety of cultural words may expand their own cultural schemas what, in turn, may improve their comprehension and their ability to avoid misunderstandings in communication (Sharifian, 2009). In this regard, graded readers are simplified texts which have been adapted to facilitate understanding at different levels of proficiency. Therefore, these books can be a powerful tool to supplement the lack of inclusion of cultural vocabulary already observed in EFL textbooks (Canga Alonso & Cifone Ponte, 2015). In the present study, two adapted versions (A1-B1) of *A Christmas Carol* by Charles Dickens will be analyzed implementing cultural schemas to determine: (i) how culture is addressed by the vocabulary input of the books and, (ii) whether the quantity and complexity of cultural concepts increase with the level of the readings. The main results indicate that graded readers may be sacrificing texts' cultural focus by excluding or adapting key cultural vocabulary to make them more accessible for EFL readers.

Keywords: graded readers, cultural vocabulary input, cultural schemas, intercultural competence

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Challenges and Benefits from the Introduction of Remote Interpreting in Conference Interpreting Training

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Conference interpreting has always been dependent on technology, though it has long followed a standardized model of operation (physical presence, working in a booth). However, the Covid19 crisis has disturbed this model and forced the profession to adopt new technological innovations that have been developed in the meantime. The most prominent of those is Remote Interpreting, which has proven to be the most popular and effective mode in the internet age. This was the case because there had already been developed interpreting platforms on the market (Zoom, Webex, Kudo, etc.) that could meet the needs.

Conference interpreting training has also had to adapt, sometimes on the fly in order to maintain its high level of services. In my paper, I shall try to provide an overview of the challenges and benefits of introducing and using remote interpreting platforms in interpreter training. Furthermore, I shall compare the experiences of students on the undergraduate and graduate level, as well as that of other European universities in the past two years. Finally, I shall provide an analysis of the need for continued use of the learned experiences and the new tools in future interpreter training, even after the end of the pandemic.

Keywords: conference interpreting, training, remote interpreting, online platforms, challenges

Bilingualism in the United States

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The presentation aims to address the latest trends in language education in the United States and utilizes the Center for Applied Linguistics' *Guiding Principles for Dual Language Education* (Howard et al., 2018) as its framework. Data sources include academic articles, books, and reports that were analyzed qualitatively through content analysis (Patton, 2015). Results reveal that foreign language learning in the United States, especially in elementary grades, is often perceived as a privilege of select few. Unlike the rest of the world that is 70% bi-/multilingual, only 20% of the US population

speaks language other than English. Moreover, the continually evolving demands and opportunities in our changing world have emphasized being bilingual/multilingual as one of the 21st century skills. However, unlike science, math, and literacy that are introduced in the primary grades, foreign language learning has continuously been introduced in middle or high school. As a result, language learners are not able to grow into proficient bilinguals that are able to meet the increasing employer demand for bilingual employees. Additionally, similarities and differences between the American and Macedonian contexts will be discussed. By highlighting ways, mechanism, and frameworks, educators may capitalize on the gift of advocacy for language learning as a key bridge to creating and expanding foreign language programs. Implications and directions for future research in language and bilingual education will be provided.

Keywords: bilingualism, asset-based approaches, translanguaging

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The Concept of Masculinities in *The Bluest Eye* and *The Color Purple*

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The issue of gender roles is one of the main points of concern for feminism due to its immediate relation to the position of women. Advocates for gender equality usually give more attention to the female role, since women are those who are subordinated, disadvantaged and generally negatively affected by gender inequality. Therefore, it is the female role that needs challenging and changing. The male role is usually considered in its traditional definition without further exploration of its problematic nature. However, nowadays more and more focus is placed on men, especially those who are also oppressed by the very same patriarchy that oppresses women. Those are exactly the ones to whom Alice Walker and Toni Morrison dedicate a great number of pages in their novels. This paper will try to define some of the basic concepts related to this issue, such as patriarchy, gender roles, masculinities in general, and black masculinity in particular. The main aim will be to explore various patterns of masculinities within the scope of one greater category of masculinity that unites them – black masculinity, the causes behind them and the problems they face according to scholars who deal with the matter and then try to identify them in Morrison's *The Bluest Eye* and Walker's *The Color Purple*.

Keywords: masculinities, feminism, Toni Morrison, Alice Walker

English in the Macedonian Context

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The purpose of this presentation is to outline the sociolinguistic profile of English in the Macedonian context by drawing on the World Englishes framework provided by Berns (1990, 1992). More specifically, based on archival, government, statistical, and web-based data, as well as a corpus of previous studies focusing English borrowing in the Macedonian language, the presentation investigates the role of English in the educational, linguistic, and cultural innovation in the Macedonian context. Results suggest that English has noted an increased spread across the educational system, especially in the higher education, through establishment of English-medium instruction (EMI) courses and programs and professional publishing. This phenomenon is supported by political and educational values related to the need to internationalize the Macedonian universities and to prepare students for the global market. The role of linguistic and cultural innovations has been particularly notable in advertising; however, more recently, their presence has grown in online media and gaming. Finally, the presentation discusses the sociolinguistic changes that have occurred since 2005, when the first sociolinguistic profile of English was published (Dimova, 2005). Conclusions are drawn in relation to implications for further research and innovations in English language education.

Keywords: linguistic landscape, linguistic borrowing, online media, English education, EMI

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EFL Composition Instruction: Use of Discourse Markers in Compositions of Macedonian L1 University Students

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The use of discourse markers (DMs), as elements that contribute to the overall cohesion and coherence of a text, are important for effective written communication in English. These markers are used across a variety of text-types and genres, and if used appropriately, guide the reader through the text. L2 writing syllabuses teach students the use of DMs in a principled fashion, yet in the field of L2 writing research, there have been contradictory findings – the frequency of use of DMs does not necessarily lead to a higher level of writing quality, particularly in argumentative and expository compositions (Rahimi, 2011; Meisuo, 2000). In other research studies, however, a strong correlation was found between the use of DMs and higher composition scores (Liu & Braine, 2005).

The aim of the present classroom-based research was to investigate if there is a correlation between the frequency of use of discourse markers and the level of quality of the written compositions in a specific genre, namely the data commentary text-type (description of graphs and charts). To this effect, 34 compositions written by senior Macedonian L1 students at the English Language and Literature Department at Ss. Cyril and Methodius University in Skopje were analysed. The results of the analyses revealed which subcategories of DMs were most frequently used in the specific type of composition, and in what way the choice of DM affected the quality of the written product. It is expected that the findings will enable teachers to make informed and guided choices regarding the shaping of the academic writing syllabus.

Keywords: discourse markers, frequency of use of DMs, data commentary composition, quality of writing.

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Constructivism in English-Medium Instruction (EMI) at Serbian Universities

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The aim of the paper is to investigate the applicability of constructivist ideas to tertiary-level English-medium instruction in Serbia as a way of countering traditional transmission-based teaching practices. The constructivist approach is discussed in terms of the benefits and challenges it presents to academic staff and students (Ćirić & Jovanović, 2018) in the context of both regular and English-medium instruction in Serbian higher education (see Dorđević & Blagojević, 2019; Macaro et al., 2018). The findings are based on a survey of university teachers of various disciplines from four Serbian state universities enrolled in an EMI teacher development course. The subjects filled in an online questionnaire created in Google Forms which examined the extent to which they integrate problem-based learning in their regular lectures and seminars and their EMI; the extent to which students are required to use higher-order thinking skills in their coursework and exams; the opportunities they are given for active engagement in class, cooperative learning and “flipped classroom” practices, etc. (see Loyen & Gijbels, 2008; Tynjälä, 1999). The open-ended questions explore the challenges subjects face in applying these strategies in EMI. Some of the major linguistic, cultural and institutional constraints reported include the EMI university teachers’ and students’ English language proficiency, the prevalent learning tradition, curriculum coverage and time constraints, assessment practices and class size, the use of technology and opposition to change and innovation, which will be explored through the prism of Serbian cultural values (Hofstede, 2001) and global cultural dynamics.

Keywords: constructivism, English as a medium of instruction, higher education, problem-based learning, flipped classroom

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Students' Attitudes toward Distance Learning Platforms within the ESP and EFL Classes at the University Level

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Since the coronavirus outbreak in March 2020, faculties have been struggling to help students and make their studying easier whenever possible. As a way of shifting from face-to-face to online teaching due to the global pandemic situation caused by the coronavirus (COVID-19), some faculties opted for completely online teaching, whereas some decided for the combined model (face-to-face and online classes). Hence, there has been a lot of research on distance learning platforms, their advantages and disadvantages, and students' opinions on this form of learning (e.g. Gonçalves, Sousa & Pereira, 2020; Rizun & Strzelecki, 2020; Serhan, 2020). This paper examines the attitudes of students toward different platforms used for online learning. Attitudes of students represent a significant component since they can help in making further decisions and pinpoint the strengths and weaknesses of this way of teaching. Within this research, we sought to examine students' attitudes toward using the MS Teams and ZOOM platforms in the ESP and EFL classes. The sample comprised respondents from three faculties of the Belgrade University – the ESP students from the Faculty of Agriculture and the Faculty of Sport and Physical Education and the EFL students from the Faculty of Philology. The online questionnaire, consisting of open and close-ended questions, was designed and distributed to students to fill it in voluntarily. Different factors have been taken into account: age, gender, major, self-assessed digital literacy. The data have been analysed using descriptive statistics and the R software package. Although the tested students come from different faculties, the results show that students generally have positive attitudes toward distance learning platforms. However, some differences were noted, particularly regarding their majors. In addition, students highlighted the benefits (e.g. having more time for learning and other activities; no risk of infection; more relaxed atmosphere) and drawbacks (e.g. a lack of live interaction and communication between a teacher and students as well as among students; poor Internet connection; concentration issues) of this type of learning, so these should be considered when planning future activities. Furthermore, the results revealed that distance learning platforms could be regarded as a promising learning tool even after a complete shift to face-to-face teaching when the coronavirus situation ceases since a number of students emphasised the significance of incorporating this form of learning into their regular classes.

Keywords: ESP, EFL, teaching, online learning, university level

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Blaže Koneski's Poetry in English: Is Anne Pennington *Traduttore* or *Traditore* in 'Swallows'?

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This article explores the difficult art of poetry translation by analysing Anne Pennington's translation of Blaže Koneski's poetry on the occasion of his receiving the Golden Wreath Award at the Struga Poetry Festival (1981). As one of Ted Hughes' close collaborators, Pennington herself was a prominent scholar specializing in Slavonic Studies at the University of Oxford and an avid reader and translator of poetry coming from a country formerly known as Yugoslavia. Her rendering of the poem 'Lastovici' ('Swallows') is a peculiar translation given her efforts to convey its idiomatic language and imagination. Drawing on her Preface and Postscript to this collection and Schleiermacher's 'On the Different Methods of Translating' (1813), this article sheds light on the point at which the author and reader meet and the degree of linguistic flexibility validating the Italian play on words, 'traduttore, traditore', suggesting that the translator is, by nature, a traitor.

Keywords: Blaže Koneski, Anne Pennington, translation, poetry, Swallows

Using Digital Storytelling (DST) to Strengthen Productive Vocabulary Knowledge and Intercultural Competence among EFL Young Learners

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Exposing EFL learners to different cultural contexts at an early stage is essential to enhance their communicative competence (Richards & Rodgers, 1999). It is through the use of stories that teachers can present vocabulary in a meaningful way so that students can develop their speaking and listening skills and increase their intercultural awareness. However, there is little research on using Digital Storytelling (DST) for vocabulary building at the productive level among English learners in Primary Education.

Following the principles of Bloom's taxonomy and a Task-Based learning method, this presentation aims to examine the use of DST to strengthen students' productive vocabulary knowledge and intercultural competence. A total of 158 students in Primary Education from 22 different cultural and language backgrounds participated in this experiment based on a mixed method. The students' learning progress was assessed through different printed and digital activities over a two-month period. The children were divided in a control group (CG), who used printed version of intercultural folktales, and an experimental group (EG) who were exposed to the digital version (DST) of the same stories. Quantitative and qualitative data were obtained through a pre/post-test and pre/post-tasks and analyzed through the IBM SPSS 20 analysis tool.

The pre/post-test comprised thirty-five questions organized in three different sections (socio-demographic data, language skills and intercultural competence). Both the language and intercultural sections were replicated in the post- and delayed tests in order to assess the differences before and after the treatment. The two class activities (role play and miming) aimed to evaluate the learners' vocabulary development, as well as their oral skills.

The results revealed that DST can be adopted as an effective tool to improve vocabulary at the productive level but some statistical differences were observed depending on certain variables such as language affinity, cultural background and gender.

Keywords: digital storytelling, intercultural awareness, productive vocabulary, folktales, task-based learning method

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Hominization of Values in the Conceptualization of Nature: A Metaethical Model in Cognitive Semantics

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European linguistic tradition shows a propensity for natural metaphor in reference to the moral landscape. Within it, there appears a pattern, consistent across languages, wherein not all moral concepts find a metaphorical partner in nature as their source domain. These categories point to a distinction between natural values and values regarded as exclusive to the human species.

The research aims to study, synthesize, and explain part of this conceptual tradition, as evidenced in the cognitive similarities that underlie the motivation of metaphor in English and Macedonian, specifically, the conceptual phenomenon when the metaphor in question applies to the abstract concept of value, with the semantic category of nature as its complementary source domain.

The method employed is a three-step process. It begins with an affirmation of translational equivalence between the lexemes; this is accomplished through a lexicological study of their relevant semantic features. The next step is a demonstration of the conceptual models employed in their indirect motivations; the hypotheses taken into account relate to nature, time, and semantic features, an analytical approach with the inclusion of a diachronic explanation if applicable. The last step presents a synthesized insight into possible integration of these cognitive factors in the framework of metaethical constructs regarding the nature of moral reality as perceived in the indirect lexicon of the speakers.

The implications are those of a successful integration between cognitive factors and the formation of metaethical frames; the use and understanding of the forms of indirect speech studied points to a continuity of a perceived edifying teleology of nature, as well as a conceptual distinction between the majority of values and a separate set of virtues that are conceptually regarded as exclusive to mankind.

Keywords: moral language, semantics of value, conceptualization of nature, conceptual hypothesis of moral language, analytical approach to conceptual metaphor

The Role of Critical Thinking Ability in Developing EFL Learners' Listening Strategies

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The role of listening in language education is undeniable. It makes a significant contribution in foreign language learning. Listening comprehension strategies are universal actions, behaviors; approaches, procedures, and plans listeners use to be able to comprehend oral tasks more easily. Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for

controlling and manipulating certain information (Chen, 2008). The three main categories of strategies, cognitive, socio/affective strategies and metacognitive strategies perform a considerable role in the cognitive processes of language as a means of communication. Another cognitive ability which influences the process of learning a language is critical thinking ability (Wenden, 1998). Learners need to be able to think critically and creatively as they use target language. The ability to think critically is important among students in higher education as the content of education at this level necessitates higher order thinking. Critical thinking as one of the factors influencing the process of learning is a cognitive ability in human being which influences the process of thinking and raises the probability of desirable results (Halpern, 1996). The aim of the paper is to investigate the correlation between EFL learners' critical thinking ability and their use of metacognitive listening strategies (problem solving, planning and evaluation, mental translation, person knowledge, and directed attention) use. The Watson-Glaser Critical Thinking Questionnaire and the Meta-Cognitive Awareness Listening Questionnaire were used as instruments of this study in order to investigate differences between learners with high and low critical thinking ability and their metacognitive listening strategies. The results of this study reveal that there is a strong positive significant correlation between critical thinking ability and metacognitive listening strategies as well as a significant difference between the learners with high and low critical thinking ability and their use of metacognitive listening strategies.

Keywords: critical thinking; metacognitive listening strategies, listening skill; EFL learners

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Implicit Learning of an L2 Morphosyntactic Rule

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Although there is substantive evidence of implicit learning (without intention or awareness) of form to form mappings in cognitive psychology, findings in the field of second language acquisition have been inconclusive. This study investigated the possibility of adults acquiring a second language morphosyntactic rule implicitly in laboratory settings. 22 native speakers of English were aurally exposed to 80 stimulus sentences in a semi-artificial language containing English lexis and artificial articles. Participants learned three novel definite articles encoding gender information, but were not told about their movement due to the presence/ absence of an adjective modifying the noun, thus creating two learning conditions: noun-determiner and adjective-determiner-noun combinations. The amount and nature of resulting learning

were assessed using accuracy on a speeded grammaticality judgment test (GJT) and a recognition judgment test (RJT), with novel stimuli not previously encountered in the training session. Results from the GJT demonstrated that adults became sensitive to morphosyntactic knowledge of a new language under implicit conditions significantly better than chance. The GJT results also showed that participants were able to transfer their knowledge significantly above chance to novel stimuli governed by the same rule but with new lexis. In contrast, the RJT failed to demonstrate any learning. Results are discussed in light of theoretical and empirical findings in cognitive psychology and second language acquisition.

Keywords: implicit learning, implicit knowledge, semi-artificial language, morphological rule, second language acquisition

Writing in Scots as an Act of Resistance: Examples from Scottish Poetry

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The paper focuses on the work of several Scottish poets (Burns, MacDiarmid, Leonard, Lochhead and Robertson) who regard creative writing and speaking in public as a political act. This idea will be further exemplified in the research through the analysis of their selected poetry, mostly written in Scots. The common ground for these rather diverse artists is that writing in Scots demonstrates a potent act of resistance against the omnipresent English domination. The critical insights of these poets will be combined with the theoretical framework provided by Scottish history and culture scholars, Oliver and Devine in order to emphasize their continuing concern with the relevance of Scots for the understanding of Scottish identity. Special attention in the paper is also paid to Bissett's blog, "Is Writing in Scots an Act of Resistance?" (2019).

Keywords: Scots, Scottish identity, national heritage, resistance

The Effectiveness of Processing Instruction on the Acquisition of English Causative *Have* by Macedonian EFL Learners: Preliminary Results

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Research into grammar instruction through Processing Instruction (PI) shows that it is an effective input-oriented and meaning-based pedagogical intervention which demonstrates consistent, durable and transferable outcomes (Lee & Benati, 2009). The current study explores the effects of PI on the acquisition of English causative *have* by Macedonian learners of English. Causative *have* is a difficult language structure for Macedonian learners since it does not have an equivalent form in Macedonian and is

interpreted by morphological, lexical, or syntactic means. To test whether PI aids learners to acquire this structure more easily, 15 adult Macedonian EFL learners were subjected to a pre-test – intervention – post-test – delayed post-test experiment. Participants were randomly assigned to a treatment and a control group. Only the treatment group were instructed to complete a set of referential and affective structured input activities, the former targeting processing of form-meaning relation, and the latter requiring learners' personal response to real-life information. The preliminary findings indicate positive effects of PI, which were maintained over the delayed post-test. These results provide further evidence that Processing Instruction is an effective technique that helps adult L2 learners make accurate form-meaning connections.

Keywords: grammar instruction, Processing Instruction, English causative *have*, structured input, adult EFL learners

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How Emotions Affect Job Outcomes among Professional Translators and Interpreters

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The interface between translation and emotion has been addressed in translation process research (Hubscher-Davidson, 2013; Rojo & Caro, 2016; Cifuentes-Férez & Cutillas, 2018). However, the impact of emotions on job outcomes in the translation profession has not gained a lot of attention in translation studies. Drawing on organisational psychology studies (Schioapu, 2015; Lewig & Dollard, 2003), the aim of this paper is to fill that gap.

Based on a survey conducted among 185 professional translators, the paper analyses the dominant emotions in the workplace and how they affect job satisfaction and job performance. The paper has the added value of analysing the impact of the COVID-19 pandemic on the workplace emotions in the translation profession as well.

The results indicate that translators and interpreters experience more positive emotions than negative emotions in the workplace. There are interesting insights into how gender, place of work and dominant activity (translation vs. interpreting) correlate with the emotions felt. Data show that the emotions felt in the workplace have an effect on job satisfaction and job performance. The study also reveals the negative effects of COVID-19 on the emotional make-up of translators and interpreters and discusses the reasons behind these emotions.

Keywords: professional aspects of translation, workplace emotions, job satisfaction, performance, COVID-19

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Salman Rushdie's Quixotic Authorship: The Cervantean Hypotext in *The Moor's Last Sigh* and *Quichotte*

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This paper explores the role of the intertextual presence of Cervantes' *Don Quixote* in Rushdie's configuration of authorship. The Cervantean allusions in *The Moor's Last Sigh* underpin Rushdie's argument for the text rather than the author as the ultimate source of meaning: analogously to the self-effacement of the author-character Cervantes, Rushdie's Moraes erases himself from his story by scattering the sheets of paper throughout the Andalusian landscape, disseminating his manuscript by making it easily accessible to those who wish to read it. As an idealistic and impracticable attitude towards reality, quixotism is the defining characteristic of the Author in *Quichotte*; as his generic name indicates, he wishes to constitute himself as an omniscient Author-God presiding over the realm of his invention. By the deliberate parallelism between himself as a real author and his fictional Author, Rushdie seems to hint at his own authorial quixotism and thereby to indicate his desire to remain open to the possibility of his own blindness, like that of his and every other Author, which is an ethical position whereby he subverts his own authority as a writer. In other words, by aligning himself with the archetypal deluded reader, the author launches an interpretative challenge to other readers, who may take the Sanchoist approach and interpret the fictional and the real worlds differently, in a more balanced and sustained way.

Keywords: Cervantes, Rushdie, authorship, quixotism

“I Want Them to Be Competent Communicators”: Pre-Service Teachers’ Views on Intercultural Competence in English Language Teaching

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Intercultural education has been recognized as an important part of education in general (UNESCO, 2006; Barrett et al., 2018) with intercultural competencies as important as ever for learners facing the most recent appearances of right-wing movements, xenophobic incidents and migration crises. Having competent teachers address these topics in language instruction is important, as this would foreground its intercultural component (CEFR, 2020). To research these issues further, a qualitative study was done to explore the views of MA students, pre-service teachers, and university instructors on the intercultural elements in teaching English as a foreign language in two contexts: the USA and Norway.

Norway has strong policies on language learning, perceiving the English language as a high-status language (Vattøy, 2019), almost as a second language (Brevik & Ulrikke, 2020). In a different context, however, where English can be a second and a foreign language, in the USA, TESOL programs have been instrumental in preparing teachers for both ESL and EFL instruction (TESOL, 2008). Both contexts have strong intercultural strains in language learning, stated in the national curriculum in Norway (Udir, 2020) and in the World-readiness standards for learning languages in the USA (The National Standards Collaborative Board, 2015).

The paper presents a smaller segment of the content analysis performed on the views of MA students to illustrate what common themes were established. Further, the paper explores what experiences and views pre-service teachers have on intercultural elements in language teaching and how these different contexts are reflected in the concepts and strategies that are mentioned in semi-structured interviews. The analysis is used to point to instruction strategies that could be introduced to teacher education in both monolingual (cultural) and multilingual (cultural) contexts.

Keywords: pre-service teachers’ views, TEFL/TESOL, ICC, intercultural competence

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Rethinking the Female Biography in Woolf's *Orlando*

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This paper explores the way in which Virginia Woolf radically transformed the genre of female biography in her novel *Orlando*. The literary context is established by drawing a parallel between the Victorian biography and the New Biography movement to which Woolf belonged. The paper then traces her interest in and subsequent contribution to the genre, especially her emphasis on personality over truth, before it zooms in on *Orlando*. In the analysis of the novel, I identify three narrative strategies or narrative tools that allow Woolf to exercise her take on the genre: fantasy or imaginative recreation, parody and mockery, and the act of writing and remembering. The paper aims to show how these tools gave her the freedom to combine both her theory on modern biography and her feminist practices when writing the novel. Finally, it explores how she defied the masculine discourse and male-oriented writing conventions of the genre in order to reclaim the female biography, and how she advocated for a female discourse and a return to a female (writing) genealogy, paving the way for future (female) writers in the field.

Keywords: Virginia Woolf, *Orlando*, biography, female biography, feminist writing

Integrating Narratives into Textbooks

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This presentation is motivated by my examination of textbooks used in the Macedonian educational system. I have found that some pupils have had difficulties understanding the material as it is presented in many of these textbooks. The thesis question at the beginning of the research was whether integrating narratives and personal stories in textbooks of any disciplines, including social sciences, natural sciences, humanities, can be beneficial to learners. Narratives and storytelling are usually connected to literature, from the ancient epic literature to contemporary fiction. The theoretical framework of this research is based on the view that personal stories are increasingly permeating all areas of human activity (McHale, 1987; Ghosh, 2016;

Chambers & Gregory, 2006). In regard to the research method, I examine and compare textbooks from various levels of education that present the material through direct explanation of the topics with textbooks that integrate personal narratives and connect them with the material presented. In the paper, I conclude that integrating narratives and personal stories in textbooks can be helpful in presenting lectures from any discipline more understandably.

Keywords: textbooks, narratives, storytelling, natural sciences, social sciences

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The Role of Dialogue in the Rhetorical Structure of Literary Texts

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The aim of this paper is to study the role of dialogue in English literary texts based on the analyses within the framework of rhetorical structure theory (Mann & Thompson, 1989; Mann et al., 1992; Mann & Taboada, 2006). Although dialogue is a universal phenomenon from the linguistic point of view, it has certain characteristic features depending on the intellectual level of the author, his/her way of thinking, language and style. Dialogue plays the role of connector in the rhetorical structure as a unit of a macro-text, i.e. dialogue is a part of the hierarchical system belonging to a micro-text and is a part of the global system within a macro-text. In this connection, dialogues have two features: to develop meaning of the previous micro-text based on the particular plot and to provide a semantic basis for the continuation of the story of the subsequent micro-text. These features determine the autonomous status of dialogues in the rhetorical structure of literary texts and demonstrate the level of global connectivity in the hierarchical system of literary texts. Thus, dialogue has a special place both in the system of internal and external connectivity within the rhetorical structure of text.

Keywords: dialogue, rhetorical structure, text, connection, universal

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Pre-Service EFL Teachers as Reflective Practitioners: Student Portfolios as Evidence of Emerging Professional Identities

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The importance of reflective practice in teaching, first pointed out by Dewey (1933), and later by scholars such as Kolb (1984) or Schön (1987), is today widely recognized in EFL teacher education. Reflective practice, as “active, persistent, and careful consideration of any belief or supposed form of knowledge” (Dewey, 1933: 9), helps pre-service teachers connect theory and practice, and critically analyze and improve their own teaching practice. Therefore, many recent studies focus on prospective teachers’ reflection during and after their teaching practice (e.g. Azizah et al., 2018; Swatevacharkul, 2019; Telles Quezada et al., 2019). However, the development of pre-service teachers’ beliefs is important even prior to teaching practice (e.g. Reynolds et al., 2021), as “teacher knowledge and ‘teacher thinking’ provide the underlying framework or schema which guides the teacher’s classroom action” (Richards & Lochart, 1994: 29). From this perspective, the purpose of the present study is to get a better understanding of the reflection process of pre-service EFL teachers at the Faculty of Philosophy in Niš during their theoretical TEFL Methodology course, before entering the classroom. In addition to extensive reading about different methods, the course involves students’ reflection as part of their individual assignments, particularly a student’s reflective portfolio. The portfolio consists of the students’ opinions on the most important principles of TEFL, recorded at the beginning and the end of the 12-week course, as well as a reflective essay on how and why their beliefs have changed during the course. This qualitative case study employs an in-depth content analysis of students’ reflective portfolios collected in 2020 and 2021, aiming to identify the themes pertaining to their emerging teacher identities. The findings suggest that reflective thinking should be an essential component of pre-service teacher education from the very beginning, and not only during the teaching practice.

Keywords: TEFL, pre-service teacher education, reflective practice, student portfolio, teacher beliefs

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Realization of Directive Speech Acts in the American Sitcom *Friends* and their Subtitled Translations into Serbian

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The paper deals with the analysis of directive speech acts, both direct and indirect, in the popular American sitcom *Friends* and their subtitled translations into Serbian. Directives, as face threatening acts which have been the subject of various cross-cultural research, are speech acts whose aim is to get the hearer to do something. Due to the fact that the sitcom deals with the contemporary urban life topics of six very close friends, the hypothesis is that they will be more direct when making directive speech acts, such as requests, pleas, suggestions, etc. The corpus consisting of examples of selected dialogues from the first season of *Friends* will be analysed from the perspective of theory of speech acts and politeness theory using qualitative, quantitative and comparative methods. The examples will be classified into three broad categories – direct, conventionally indirect and non-conventionally indirect with many subcategories and analysed within the context in which the particular utterance is used. It has been noticed that some conventionalized indirect directives, such as suggestory formulae (e.g. *Why don't you close the door?*) or different interrogative structures (e.g. *Could you close the door?*), are occasionally translated in a more direct way in Serbian using imperative structures. Additionally, mitigating devices are sometimes omitted in the translation. On the other hand, since non-conventional indirect directives, including hints, have no unique syntactic structure, there is not much deviation in Serbian translation. The aim of the paper is to compare the realization of directive speech acts in English with their subtitled translations into Serbian pointing to the differences which occur as a result of different cultural backgrounds.

Keywords: directive speech acts, politeness, directness, indirectness, sitcom

“The 100 and Se7en Days of Sodom”: the Murders of John Doe and Sadian Desire

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This presentation is an interdisciplinary study of David Fincher's 1995 psychological horror film *Se7en* whose narrative retells how a diabolical serial killer, called John Doe, tortures and kills his victims according to the “Deadly” sin that they have committed. My analysis focuses on the literary and discursive presence of the libertine philosopher the Marquis de Sade in the film. Using an interdisciplinary analytical approach, I will argue that John Doe through his actions when orchestrating the deaths of his victims embodies the characteristics of what is known as a “Sadian hero”. This is a class of extreme, murderous libertines found in Sade's works whose lives are devoted to the search for philosophical transcendence through sexual domination and sadistic service to a higher power, which in their case is “Nature”. This text attempts to challenge current research on *Se7en* that does not investigate the inclusion of Sade within the plot of the film and which essentially presents Doe as an asexual monk whose crimes are on no level sexually motivated. I contest that each murder is erotically charged on both disturbing psychoanalytical and extreme physical levels and they individually match up with deaths within Sade's works committed by Sadian heroes during their quests for transcendence. The text provides throughout, therefore, a new and more expansive reading of Doe's character and his motivations for committing his despicable crimes, which I argue are even more hideously evil and philosophically complex than generally assumed by viewers.

Keywords: *Se7en*, Marquis de Sade, transcendence, serial-killing, libertinism

Clive Staples Lewis and The Bible: How the Distinctive Elements of Christianity Are Reflected in *The Chronicles of Narnia*

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The Chronicles of Narnia encompass a very special trinity that J.R.R. Tolkien labelled as "recovery, escape and consolation." However, it seems that, through a much needed identification and "suspension of disbelief" achieved by C.S. Lewis's extraordinary narrative gift, the *Chronicles* attempt to 'smuggle' sometimes more and sometimes less disguised effort to direct its readers towards the Christian tradition and its values as well. Therefore, this paper aims to shed some light on this field, mainly focusing on the literary manifestation of Biblical motifs within one of the most prominent examples of children's and young adult fiction. More specifically, special focus of the research will be placed on the birth and death of the Narnian world and the identification of possible similarities with the original inspiration.

The paper will incorporate the results of previous research in this field. The research itself will be primarily based on comparative and analytical methods, but it will also include the methods of synthesis, induction, deduction and abstraction/concretization.

Keywords: fantasy literature, religion, the Bible

English Translation Equivalents of Macedonian Thetic Sentences

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This presentation discusses the results of the investigation into English language strategies used in the translation of Macedonian sentences with inverted subjects. Subject-verb inversion (SVI) typically occurs in sentences encoding thetic statements whose main function is to introduce a new participant or an event into the existing discourse. The analysis is based on the examples with SVI which were collected from parallel texts (the original and its translation) in the two languages. Two large samples, each containing over 100000 words, were created: English-Macedonian and Macedonian-English. The sentence samples are drawn from prose fiction and academic writings. To find out how often and in what cases Macedonian inverted constructions have inverted counterparts in English, we identified all the instances of SVI in original texts in Macedonian and then compared them with their translation equivalents in English. The difference in distributional results is striking: 533 inverted examples were detected in Macedonian, but only 52 in English, which is attributed to grammatical constraints operating on English word order. In the second stage of the analysis, we examined how English renders sentences that are expressed with SVI constructions in Macedonian, but have canonical constituent order in English.

Keywords: intransitive verbs, presentational constructions, information structure, word order

Persuasive Strategies Employed in Political Discourse for Resolving the 'To Get or Not to Get Vaccinated' Dilemma

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At the end of 2020, the pandemic-stricken world saw a glimmer of hope as a number of vaccines against the Covid-19 virus were discovered. However, the vaccination was not welcomed enthusiastically by everyone. A major rift has appeared between those who endorse the vaccination and those who show vaccination resistance and hesitancy, despite the constant appeals of medical and political authorities worldwide that the vaccination is the sole panacea that could effectively put an end to the pandemic.

The aim of the research, which has a qualitative paradigm, is to conduct a pragmatic and rhetorical analysis of a corpus of pro-vaccination speeches, made by prominent political leaders of different countries in the world, in the second half of 2021. The pragmatic analysis is targeting pragmatic concepts which enhance the effect of persuasion (different speech acts (Austin, 1975; Searle, 1969); politeness strategies (Brown & Levinson, 1987) and maxims of politeness (Leech, 1983)); whereas the rhetoric analysis is concerned with the strategic utilization of figures of speech in political discourse for the purpose of persuasion.

The research findings show that the war metaphor which was predominant in political discourse at the beginning of the pandemic (Neshkovska & Trajkova, 2020) is gradually waning and other figures of speech are used in its stead for persuasion. The findings also suggest that the persuasion efforts of politicians in the context of the Covid-19 vaccination encompass a number of speech acts ranging from threats, to giving advice, to even begging people to get vaccinated; there is a clear preference for the positive politeness strategies, and a close observance of the maxims of tact, generosity and approbation.

Keywords: vaccination, political discourse, persuasion strategies

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Arts-Based Reflection in Pre-Service Teacher Education: Insights from a Macedonian-Australian Collaborative Project

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In this talk, I discuss the quality of reflection as elicited on a collaborative, Macedonian-Australian project designed to scaffold anticipatory reflection (Conway, 2001) in pre-service teachers by using the arts, i.e. collages and drawings. The aim of the project was to support the development of teacher identity and teacher agency in pre-service teachers. Even though the pre-service teachers in the two contexts were all nearing graduation, there were differences with regard to their demographics, background, practicum experience, group dynamics and prior exposure to reflection. Analysing their output (collages and drawings), and how they talked about their output when presenting it to their peers, afforded an insight into the main themes that concerned them as well as how they expressed them. From the thematic coding it transpired that the pre-service teachers in the two contexts engaged in different reflection styles in terms of content and visual representation. Both cohorts appeared to benefit from using the arts for the purposes of professional reflection, a finding which is in line with previous research in the field. Namely, it has been argued that arts-based reflection is linked to deep, personalised learning, improved group cohesion, a sense of wellbeing and personal accountability in the teaching profession (McKay, 2021). I will conclude by making recommendations about how to support teachers(-to-be) to improve their reflective skills in light of the findings.

Keywords: arts-based reflection, pre-service teacher education

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Assessing the Readability of English L2 Undergraduate Literary Analyses: A Contrastive Corpus-Based Approach

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In Romania, the issue of readability in conjunction with student writing has gone largely unexplored. As increasing attention is being paid to developing frameworks for analysing academic writing genres in the entire Central and Eastern European area, quantitative and qualitative studies that address the multifaceted nature of student writing are much needed. In this present endeavour, 208 Romanian L1 and 160 English L2 literary analyses from the bilingual Corpus of Romanian Academic Genres (ROGER) were processed with a variety of software to obtain individual readability scores using established formulas. An aggregate of this data was used to map out a contrastive perspective on the readability of these texts. Specifically, the texts written in English L2 display a satisfactory linguistic level typical of a “quality” or “standard” readability score, which shows that students activate the same type of vocabulary classes in both languages. This might be interpreted in two ways: (a) either students of the same study level use similarly complex vocabulary because their general linguistic skills manifest similarly in L1 and L2, or (b) students engage in similar writing practice irrespective of the language in which they write. This study treads new ground in building a framework for assessing student writing from the perspective of readability. While classic readability formulas may clearly yield valuable results in the case of short pieces, it remains to be seen if these trends are also present in longer pieces and whether they are compatible with newer NLP-driven tools.

Keywords: readability, student writing, literary analysis, corpus, academic writing

Toxic Masculinity in Crisis and Women’s Pursuit for Freedom in Raymond Carver’s Short Stories

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The objective of this paper is to show the presence of toxic masculinity in the characters of Raymond Carver’s short stories and consequently, the pursuit for freedom of the women in his stories. To do this, we will be looking at the timeline with which the concept of masculinity and toxic masculinity developed in the 20th century and how it succeeded to co-exist with the feminist movement throughout history. We will also

be looking at some of the major milestones the feminist agenda succeeded in achieving throughout the 20th century and how that affected the everyday lives of people, especially those that lived within a relatively traditional household. Furthermore, we are going to be looking at three separate analyses of the short stories "Fat", "Fever" and "So Much Water So Close to Home" and analyze them through the social context of the time in which they were written, specifically referring to gender dynamics in the household.

In order to fully understand Carver's characters, we are going to consider the age in which he wrote and how that framed the experiences of both female and male characters in his stories and the social commentary behind it.

In the end, a conclusion will be provided as a subjective view of why the characters were framed in such a way and the similarities between Carver's characters from these three different stories.

Keywords: masculinity, feminism, body image, emotional support, violence

Vladimir Propp's Model of Narrative Structure and William Morris's Fantasy Fiction

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Vladimir Propp's *Морфология сказки* remains a relevant narrative grammar that, in a very clear and pragmatic way, summarizes the unique basis of a fairy/folk tale and formulates something that can only be described as universal pattern for recognizing and understanding plot skeletons of almost all fantasy stories. By emphasizing relatively stable aspects in the performances of different characters, as a component that matches Bedier's "elements" or Veselovsky's "motives", and by the attribution of essentially identical actions to a diverse set of characters, Propp's the Morphology of the Folktale and its general observations can be used as a tool for a deeper interpretation of the prose works of William Morris, a diverse and prolific nineteenth-century genius. Hence, this paper aims to shed some light on Morris's art of skilful dancing along the line of stereotyping and succumbing to established concepts, while, at the same time, juggling elements of new forms of creativity. The research will show whether the writer's characters, especially ones that can be found in *The Well at the World's End*, *The Water of the Wondrous Isles* and *The Wood Beyond the World*, are truly as typically moulded as they seem to be at first glance, or whether there is a slightly different intention behind the obvious respect for the well-established plot lines and character functions. The methods of analysis, synthesis, induction, deduction, comparative method and methods of abstraction and generalization will be used in the analysis of the aforementioned problems.

Keywords: Propp' model, classic fairy tale, modern fiction, narrative functions

Cardenio's Various Fortunes

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This presentation revisits a presumably lost Jacobean play, *The History of Cardenio*, attributed to John Fletcher and William Shakespeare. This adaptation of Miguel de Cervantes' story featured in the first part of *Don Quixote* has been the subject of many conjectures and hypotheses throughout the centuries, primarily because of Lewis Theobald's 1728 *Double Falsehood*, which he claimed was the lost play in question. Following Stephen Greenblatt's work on cultural poetics and cultural mobility – concerning issues of authorship, mobility of ideas and texts, the relationship between society and literature – we will first retrace the trajectory of Cervantes' *Don Quixote* from Spain to England in the early XVII century and examine its reception among the writers of the time. We will then focus on several notices that an adaptation of a story featured in *Don Quixote* was performed in the English playhouses of the time, a play later attributed to Fletcher and Shakespeare, which was never published and was considered lost up until the XVIII century and the publication of *Double Falsehood*. Finally, we will give a brief critical analysis of the several texts in circulation, a notice of the most recent findings and conclusions on the Cardenio issue (with main emphasis on Gary Taylor's work on the subject and his role as general editor of the *New Oxford Shakespeare*), and an account of the XXI century adaptations of the play around the world, a project carried by Stephen Greenblatt.

Keywords: cultural poetics, reception, adaptation, Shakespeare, Cervantes

Genre-Based and Attitudinal Approaches to Improving Teaching and Learning of Advanced Tertiary-Level Writing

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This study starts from an observed failure of first-year language students to appropriate their writing to a given task, mainly due to a lack of awareness of the target reader as well as of genre-specific elements. With this study, I focus on teaching these writing tasks in such a way that learners gain a deeper appreciation of the social dimension of academic writing (Hyland, 2004).

Starting from a systemic-functional perspective and a genre-based approach to writing in EFL contexts, mainly as applied in Nagao (2019), the following research procedure will be implemented over a four-week period: stage (1): modelling and deconstruction of a text, stage (2): writing of target texts, stage (3): genre analysis of peers' essays, and stage (4): writing of an analysis reflection. Stage (1) is aimed at enhancing noticing as an important prerequisite for learning (Ellis, 1990), while latter

stages aim to raise awareness which will then contribute to the rhetorical flexibility necessary to address different writing goals across various contexts.

This will be followed by the teacher analysing students' reflection answers in terms of attitudinal positioning, i.e. evaluations of self and others (Martin & White, 2005). This type of analysis will thus aid both learning and teaching, as the teacher will be equipped with improved understanding of students' positions, otherwise disregarded in regular teaching practices.

Keywords: EAP, SFL, advanced writing, genre-based teaching, appraisal analysis

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The Effect of Online Translation and Interpreting Education on Student Emotional Well-Being in the Current Pandemic Context

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The transition to online education contributed to a multitude of educational changes ranging from the use of technology to new ways of learning and cooperating. Despite of the multitude of international and local scholarly conferences and panel discussions on how to improve the quality of online education, students were rarely asked how they personally coped with or felt about introduced changes and whether students experienced emotional consequences from the digital transformation of education. This creates a strong need to investigate how online education affects student emotional well-being, and not just the quality of education. Emotional well-being can be conceptualized as the balance of experienced feelings (positive and negative) and the perceived feelings (happiness and satisfaction) and is strongly connected to psychological well-being (personal growth, environmental mastery, autonomy) and social well-being (social integration and contribution) (Keyes, 2007). Firstly, this study aims to explore whether online education has had an impact on student emotional well-being. Furthermore, the main goal of this study is to explore how emotional intelligence-related activities benefit students from an emotional point of view. For that purpose, an online survey research was conducted among 60 students at undergraduate translation and interpreting studies at the Faculty of Philology in Skopje. The survey results point to the conclusion that, when it comes to online education, students are highly impacted by the new reality, whereas a wide variety of emotional intelligence-related activities can be integrated to improve and target specific areas that need to be improved in the future from both academic and personal point of view. In particular,

teacher support was focused on informal activities and competences, such as, emotional intelligence-related activities that help online students focus on self-awareness, self-management, social awareness or adeptness in relationships, motivation and empathy as generic competences that are of key importance during isolated online education as well as for their future profession as translators and interpreters. The main conclusions in this paper indicate that future (online) education must be significantly transformed.

Keywords: emotional intelligence, student emotional well-being, online education

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Drama in English Language Teaching

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How do you introduce real-life situations in a classroom? How do you enable your students to use the language learned at school in everyday situations as means of communication? The real world provides a multitude of contexts. Classroom is much more limited in this regard. This research includes previous scientific research on drama as a teaching technique, as well as views on drama from Vygotsky, Piaget, Dorothy Heathcote and Alan Mali. It aims to show the advantages of using drama as a technique, the areas which can be improved, as well as the ways to achieve a relaxed atmosphere.

A comparison is made between an experimental and a control group that, after the determined period for using drama techniques, shows that the students from the experimental group have better results and are more willing to participate in the classroom activities. They are 9th year students from The Gjorgji Sugarev Primary school in Bitola. The results from both groups will be compared with SPSS 18 statistical software. The comparison between the two groups shows that through role-playing and games, students become more fluent in speaking and freer in using language.

This research intends to help teachers in the application of drama techniques in class which would make their teaching more effective and would make their students' learning fun.

Keywords: drama techniques, drama activities, learning EFL, teaching EFL, motivation

Common Aspects of Bilingual Speech: Evidence from Albanian Bilingual Speakers

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The purpose of this paper is to investigate bilingual speech in Prishtina international schools. More specifically, the bilingual phenomena used by Albanian native speakers who have been exposed to English as the language of instruction in their schools will be examined.

Data was gathered by means of systematic observation in informal settings through field-notes and tape-recording of participants' conversations. The conversations were transcribed and underwent detailed analysis. Myers-Scotton's Matrix Language Frame (MLF) model (1993), and Auer's Conversation Analysis (CA) (1984) were used as primary sources for examining code-switching (CS) morpho-syntactically and socio-pragmatically.

The analysis is based on a corpus of 16 hours and 8 minutes of audiotaped conversations in which 661 cases of code-switching were identified. The findings reveal that Myers-Scotton's model applies only partially in our data. Switching is mainly unidirectional with insertions from English into an Albanian syntactic frame. Determiners, such as demonstrative pronouns, indefinite pronouns, adverbs of quantity, then, copular verbs, auxiliary verbs, and clitics come from the Matrix Language, complying with the model. However, violations of her models are encountered as well, such as non-occurrence of stem/affix switching, and Embedded Language (EL) islands are not always constituting the maximal projection of the phrase.

In terms of discourse functions, the findings reveal that code-switching is discourse-related but also participant- or preference-related. The change in code is not only associated with topic shift, but it serves a range of other discourse functions, such as reiteration, change in participant constellation, self-repair, emphasis, etc. Thus, CS displayed to have a number of complexities of functions within the discourse.

Keywords: language contact, bilingualism, code-switching, English, Albanian

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Using Literary Texts for Learning the English Language in Secondary Schools

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A large number of secondary school students tend to have difficulties reading literary texts in English. The purpose of this research paper is to review students' ideas regarding literature in the EFL classroom, and to look at some of the related teaching issues and the ways in which literature can be used in the classroom.

Literature has been a subject of study at a secondary level, but until recently has not been given much emphasis. "It has only been since the 1980s that this area has attracted more interest among EFL teachers" (Clandfield, n.d.). Literature has been generally used in ELT classrooms for the development of knowledge about language. Reading literature also increases learners' awareness of language and culture, as well as improving students' motivation for learning.

A questionnaire was used for this on-going qualitative study into secondary students' views about how literature is used in their English language classes. The questionnaire was distributed to 247 secondary schools in the area of Tetovo, North Macedonia. The questionnaire was divided into five sections. The first section consisted of questions on the background of the students. The second part contained questions on students' own perception and attitude toward learning the English language through literary texts. The third one was focused on students' difficulties and pedagogical needs in learning English through literature, while the fourth on the most appropriate strategies teachers can use during classes. Finally, the last part is mainly focused on the students' own language knowledge.

Keywords: literature, textbooks, secondary school contexts

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On the Otherness of Man in the Context of Fiction by Agnieszka Holland and Olga Tokarczuk

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Projections of the future represented in fiction are studied through the prism of contemporary cultural theories. They are focused on the problematic status of man as a threat to the "good future." The future is no longer understood as a system of values bound to the humanity of a man, his rationality, awareness of good and bad, or his ability to take care of the Other. In these considerations, the classical notion of man and his humanity related to ethics, history, or sociology is ruined. Deleuze and Guattari's theory of "deterritorialization" shows that the contemporary world is neither nonhuman nor posthuman, but ahuman. How do we, think the world-without-us rather than the world-for-us? Is a future coexistence possible or even desirable or should we succumb to a "cosmic pessimism" (G.Deleuze & F.Guattari, D. Haraway, R.Braidotti, E.Thacker, P. MacCormack). Man's contributions to the future are directed towards putting him in a position of prefiguration, which means in a position of one who is constantly active and open to his own Otherness or to metamorphosis, change, and not to a rationalized and stable center of a meaningful life. The return to the questions of what the future would look like is based on the frightening and threatening reality of the present. Facing the degraded state of man does not mean changing him into Other through awareness, healing, and salvation. The idea of change has been pushed to its limits. With the interpretation of the film *Spoor* by Agnieszka Holland, which is an adaptation of the novel *Drive Your Plough over the Bones of the Dead* by Olga Tokarczuk, we explore the relations and status of man, nature, and other living beings in situations where all aspects of life are brought to its end.

Keywords: fiction, "good future", posthuman, nature

Environmental Issues in *Zazen*: Individual and Collective Pollution of Veselka's Dystopian World

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Environmentalism, as a major concern and activism within the framework of ecomodernism, seems to advocate, among other things, in favour of pursuing technological solutions to modern day challenges, embracing innovation, entrepreneurship, and geoengineering. Since we are living in an era of irreversible environmental modification, ecomodernity, apart from being a period defined by social disruption and hi tech 'explosion', can also be demarcated in terms of anthropogenic climate change, a time span during which human activity has been the dominant and the dominated with regard to the particular aspects and its influence on our climate and

the environment. This paper focuses on Vanessa Veselka's presentation on different aspects of environmental issues in her dystopian novel *Zazen*, ranging beyond the problems of the internal polluted-self. The novel juxtaposes the mental, individual contaminations vis-à-vis the general, political, cultural, but above all, the collective pollution of the environment and humankind, which, seeming to lack any kind of life meaning or purpose, borderlines chaos, rebellion and desire for escapism. Veselka's dystopian world, partially sceptical of the technological innovations rapidly changing the structural milieu of its inhabitants, takes carbon combustion, bomb explosions and climate change for granted; not being able to perceive the social losses generated exactly by these new hi tech and communication 'eruptions', the narrative balloons novel reality that describes society in a cataclysmic decline, and focuses on a character who battles environmental ruin, technological control, government oppression, cultural confusion, and above all, one's own contaminated-self.

Keywords: ecomodernity, environmentalism, *Zazen*, climate, pollution

How do Retellings Function in Fiction (and the Performing Arts)?

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In this presentation, I will address modern reworkings of well-known texts by fiction writers in the form of novels (and briefly discuss retellings by directors in film or opera). While some are direct updates of classics, others are unique works that draw upon various elements from the original, like prequels that provide backstory or develop minor elements from the original. There is always at least one "hinge" connecting the retelling to the original work. What elements are crucial to linking a new work to the classic, and what elements can an author vary? What determines a successful retelling?

First, we must examine the key elements in fiction from which a writer must choose. This naturally includes the choice of classic text (I will use examples from Shakespeare, Austen, and Tolstoy). Then we need to evaluate how or if the writer used these elements in the retelling, what was left out, and what that author has newly created. Does the new work stand on its own, yet remain in dialogue with the Urtext? Let us look at examples of both successful and unsuccessful retellings, and then briefly extend the discussion to film and opera with *Bride and Prejudice*, *La Traviata* and *Moulin Rouge*. Finally, I will consider my own work in progress, a retelling of *Anna Karenina* set in America in the late 1950s.

Keywords: literary fiction, classic fiction, performing arts, opera, film

The Linguistic and Literary ‘Other’ in the Novel *Dune* and the Eponymous Movie Adaptation (2021)

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Frank Herbert’s *Dune* (1965/2005) represents a dystopian sci-fi landscape serving as a cultural melting pot where an ‘exotic paradigm inside an unknown alien world’ has been constructed through the use of loanwords stemming from varying backgrounds, such as Arabic, Latin, French, Navajo; all of which play a different role in the understanding of the novel (Ray, 2019).

This paper aims to compare and contrast the novel *Dune* and Denis Villeneuve’s 2021 movie adaptation through the lens of the literary concept of the ‘Other’ and the linguistic prism when it comes to the use of Arabic borrowings present in the two genres. A semantic analysis of 30 Arabic loanwords and an allegorical interpretation of the symbols present was carried out. In addition, the frequency of loanwords in the novel was compared to the frequency of loanwords in the movie and vast discrepancies were noted. One of the findings of the paper suggests that the omnipresent Arabic borrowings in the language of the book were quite subdued in the eponymous movie adaptation. Ultimately, our paper attempts to emphasize the importance of celebrating the diversity of other cultures when making movie adaptations without excluding the less popular MENA narratives sparking alternative interpretations of the same novel.

Keywords: *Dune*, ‘Other’, linguistic features, movie adaptations

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The Effect of Explicit Instruction on the Acquisition of Subject-Verb Inversion

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This presentation reports on the effectiveness of teaching grammar explicitly, with overt focus on form, function, and language rules. Findings from multiple previous studies demonstrate that explicit instruction is more effective compared to implicit instruction (Norris & Ortega, 2001). In this study, the hypothesis that explicit instruction of grammar leads to increased accuracy was tested on 32 Macedonian learners of English at B and C level. The structures selected for the test included subject-verb inversion, subject-verb inversion + it-insertion and omission of expletive and anticipatory it, all of which are typical for the interlanguage of Macedonian learners of English due to cross-linguistic influence from their L1 as well as some developmental factors.

For the purposes of this study a short experiment was designed involving three stages: a pre-test, explicit instruction and controlled practice activities, and a post-test. The pre-test and post-test involved assessment of accuracy of a series of sentences, while the instruction revolved around contrastive analysis of examples in Macedonian and English, eliciting differences between the two languages. The results indicate that explicit instruction is useful and leads to improved accuracy in the target structure.

Keywords: SV inversion, word order, explicit instruction, accuracy

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Investigating Pragmatic Awareness of Non-Native EFL Teacher Trainees

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Pragmatic awareness has been variously defined as the learners' ability to notice "how the target language realises pragmatic features", the ability to notice "pragmatically infelicitous utterances" and also the ability to repair those utterances (Bardovi-Harlig & Griffin, 2005, 402), as "the conscious, reflective, explicit knowledge about pragmatics" (Alcón & Safont-Jordà, 2008, 193), and as "the knowledge of when it is appropriate to employ certain linguistic means" (Glaser, 2020, 34). Within the field of interlanguage pragmatics (ILP), pragmatic awareness (as a component of pragmatic competence) of EFL and ESL learners has been quite extensively researched (see, for example, Schauer, 2006 and Bardovi-Harlig & Dörnyei, 1998). The same does not hold true for non-native EFL teacher trainees, who are also advanced EFL learners. Although they constitute the majority of EFL teachers worldwide (Glaser, 2020), pragmatic awareness of EFL teacher-trainees has not been frequently researched. Consequently, little is known about how they perceive pragmatic knowledge in an L2, how aware they are of pragmatic features of a foreign language they will be teaching in the future and if they feel ready to teach those features to their students. In order to partially fill this research gap, this study used Glaser's (2020) adapted judgement questionnaire task containing 15 situations that examined the students' ability to recognise pragmatic and grammatical infelicities and repair them. Participants were 50 EFL teacher trainees from a Croatian university. The data were analysed using quantitative statistics. The results showed that teacher trainees were more successful in recognising and repairing grammatical infelicities.

Keywords: non-native EFL teacher trainees, interlanguage pragmatics, pragmatic awareness, judgement questionnaire task

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Disrupted Subjects: Gendered Violence During the Holocaust and the Concept of Human Rights

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This article aims to bring together literature and human rights. It uses the concept of human rights as a framework for a research on Holocaust violence and trauma related to gender and sexuality, represented through narration/storytelling. Considering the Human Rights law as a 'language artefact' (Dawes), and dwelling upon its inner dialectics, the article focuses on two aspects: the first aspect is drawing on Habermas' idea of language practices – acknowledged by the Human Rights Law as freedom of speech and opinion – which turn the human subject into an agent of emancipation from violence. On the other hand, bearing in mind that we, as subjects, are constituted by language, the sole act of utterance positions the witness/narrator in a specific relation to power (Foucault). This leads to questions related to narrating the trauma: in what kind of power-relations does the subject engage herself/himself by placing the gender-specific trauma in a coherent and stable structure such as narration? Does the narration of Holocaust trauma witness the impossibility of the full enactment of human rights or just their suspension? Finally, how do we engage with the idea of human rights through Holocaust narratives? The questions posed in this article will be analysed on the basis of three works on the Holocaust: *Return to Auschwitz* by the Polish-born English author Kitty Hart, the novel based on a true story *Aimée and Jaguar* by the England-born Austrian journalist and writer Erica Fischer, and *Buried Words*, a diary by the Polish-Canadian Holocaust survivor, Molly Applebaum.

Keywords: human rights, gender, sexuality, Holocaust, trauma, narration.

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Anna Wickham, the Neglected Modernist: Can a Poet's Dress Influence Her Poems' Long-Lastingness?

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In this paper I outline the possible reasons for the oblivion of the prolific and political poet Anna Wickham, a forgotten modernist who was (in)famous for her unfashionable manner of dress. Wickham was an Australian emigrant, a talented but unaccomplished opera singer due to marriage and motherhood, a staunch feminist and supporter of the women's rights movement. She offered an authentic female voice in poetry attuned to social inequalities which set her apart from other women poets of the time.

Anna Wickham left behind nearly 1,400 poems. By 1932 she had an international reputation. According to C. M. Schenck, anthologies of the day printed more of her poems than those of de la Mare, Graves and even Yeats (Schenck, 1990). However, she is today largely forgotten and practically unknown.

One of the reasons for this marginalization can be the monolithic definition of Modernism as conscious break with convention and dedicated effort for innovation in form and experimentation. Wickham's verse does not adhere to the experimentalist tendencies of the day. Thus, as Susan Stanford Friedman wrote "the presumed chasm between experimental and realist writing is misleading for the study of women's writing" (Friedman, 1985) and led to the exclusion of Wickham from anthologies of English Modernism. However, as N. McConeghey Rice (2003) suggests, even feminist modernist critics fall in the trap of the politics of exclusion mainly due to the female poet's (life)style, which could have largely contributed to Anna Wickham's literary exclusion from Modernism.

Keywords: Anna Wickham, modernism, political poetry, feminism, lifestyle

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Teaching Idioms to Students of English for Law Enforcement in an Online Environment

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The paper focuses on exploring practical ideas for teaching idioms to students of law enforcement in the online English Language classroom.

The activities are based on the principles of Communicative Language Teaching (CLT) and will be implemented during the online classes with the students from the Faculty of Security in Skopje in the 2021/2022 summer semester. The students' perceptions of the effectiveness of the suggested activities will be assessed via an online questionnaire specifically designed for this purpose.

The aim of the paper is to show that teaching law enforcement and security-related English idioms can be carried out through their integration into interactive didactic exercises, which can raise students' interest in the acquisition of this type of English lexical content.

The suggested activities are originally designed for online instruction of English for law enforcement, but they can also be implemented in a traditional classroom environment. In a modified form, they can be beneficial for teachers of other subjects

as well, tailored to meet the needs of their target students within their corresponding teaching contexts.

Keywords: English, idioms, law enforcement, security, online classroom

Learners' Views and Beliefs on their L2 Pronunciation Learning Experience

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Recent research into L2 pronunciation has greatly focused on the effectiveness of pronunciation instruction and the beliefs about L2 pronunciation of both students and teachers (Nushi, 2019; Gürsoy & Hüseyionğlu, 2017; Alfghazo, 2015; Timmis, 2002). This presentation explores pronunciation-related beliefs of 63 students majoring in English language and literature. It aims to investigate their beliefs about the importance of pronunciation, their preferences in terms of native and non-native pronunciation models, their self-perception towards their own pronunciation and their awareness regarding the difficulty and importance of various pronunciation features. Data was gathered using an online questionnaire. The analysis included both quantitative and qualitative measures about: 1) students' self-perceptions towards pronunciation as a skill; 2) their attitudes towards the course design and the effectiveness of the course in terms of pronunciation instruction; 3) their attitudes towards native and non-native pronunciation; and 4) their awareness regarding the importance and difficulty of certain pronunciation features. The results showed that most of the students consider that pronunciation is an equally important language skill as the other skills. They prefer native-like pronunciation over intelligibility, especially if they consider it to be crucial for their future career development.

Keywords: L2 pronunciation, intelligibility, native-like pronunciation, prosodic features, beliefs

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The Modernist Elements in the Poetry of Ezra Pound and Orhan Veli Kanik

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This paper showcases and analyses the modernist elements in the poetry of Ezra Pound and Orhan Veli Kanik; two poets who come from two very different cultural and literary backgrounds. They are also the key representatives of two literary streams; Imagism and the Garip movement. Both of them share an important common feature which signifies liberation from previously accepted conventional thoughts about the composition of the poem and the very role of poetry in culture. Through individual exposure of the social, historical and cultural context, the modernist elements in the poetry of Pound and Kanik will be dissected through the prism of the critical-theoretical processes of modernism. Although we are talking about two completely different cultures and social spheres such as the Western European and Turkish in the first part of the twentieth century, this paper shall outline the findings regarding the resemblance of these two key literary movements and their poets as it pertains to how poetry should strive for something new and set itself free from the strict tradition, bringing to light the harmony of Western and Eastern literature in the ruthless new world of modernism. The key implications when it comes to differences and similarities in the poems' structure, verse, themes and overall approach to poetry of the above-mentioned poets will be presented in the context of their respective literary movements.

Keywords: comparative literature, modernism, poetry, Pound, Kanik

STUDENT POSTER PRESENTATIONS

Interruptions and Overlaps in the Federal Leaders' Debate of the 2021 Canada Federal Elections

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This research aims to analyse turn-taking irregularities, in particular, overlaps and interruptions which occurred in the Federal Leaders' Debate during the 2021 Canada federal elections. Representatives from five political parties in Canada took part in the debate. The analysis focuses on a section of the debate that is related to climate change issues. It explores the main reasons why overlaps and interruptions occur. Findings show that interruptions occur more frequently than overlaps. The main reasons for their occurrence could be the need to draw attention to one political party's better performance over the others, as well as to incriminate other parties and put focus on the party's political agenda. These interruptions and overlaps in the debate should not be regarded as violations in the communication, but rather as intentional conversational strategies used for the purposes of campaign advertising.

Keywords: debate, interruption, overlap, political parties, climate change

Space Terminology in English: Focus on Word-Formation Processes and Translation Equivalents into Macedonian

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This research aims to provide an overview of the most productive word-formation processes in English, i.e. primary word formation, secondary word formation, compounding, and acronymy, as applied to space terminology. A corpus of 400 words was compiled from history books, dictionaries, films, TV series, online news articles, and online dictionaries and glossaries. The words were then analysed in terms of their Macedonian translation equivalents. Results show that the most challenging space terms for translation are idioms, newly-coined words, and acronyms. Given the frequency of occurrence of space terminology in everyday life and the rapid advances in space technology and application, we think that such terminology should be addressed in EFL teaching. Hence, possible teaching techniques and activities are considered.

Keywords: space terms, word formation, translation, EFL teaching

English Pronunciation of Macedonian EFL Learners between the Age of 9 and 13

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This study aims to examine the pronunciation patterns of young EFL learners in Macedonia regarding the English sound system. The participants ($N = 9$; $F=6$; $M=3$) were elementary school children between the age of 9 and 13. Spoken data was gathered via the online platform Flipgrid (flipgrid.com). It consisted of recordings of semi-structured narratives which were then analysed in terms of vowel, diphthong and consonant pronunciation. The results are varied with the most prominent causes of variation being: a) the influence of L1, b) the influence of L2 orthography, and c) the impact of American vs. British pronunciation. An additional analysis was carried out to compare the pronunciation features of young vs. adult learners (Kirkova-Naskova, 2010), showing that most of the variations are present in both age groups.

Keywords: pronunciation, speech sounds, Macedonian, English, language interference

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The Speech Act of Congratulating on Facebook: The Case of Macedonian Native Speakers

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This research focuses on the speech act of *congratulating* as performed on the social media Facebook (FB) by Macedonian native speakers. The speech act of congratulating is used in people's everyday communication on a regular basis. However, extending congratulations on social media is a relatively new phenomenon that deserves attention.

The goal of this research is to show which types of comments are used by Macedonian native speakers when they congratulate their Facebook friends. The following festive occasions were taken into consideration: birthdays, weddings, Saints' days, moving into a new home, graduation, a new-born baby, and retirement. A corpus of 530 comments (in English and in Macedonian) was compiled and then analysed by the type of comment used to express congratulations: a) religious comments, b) compliments, c) gifs, d) emojis, and e) various combinations. Results show that the most frequently used comment types are combinations of both lexical and visual expressions, whereas the least frequently used are comments that include compliments. An additional linguistic analysis is conducted to determine the most frequent language mistakes made by Macedonian FB users when they use English to extend congratulations.

Keywords: speech act, congratulations, strategies, mistakes

The Language of Agriculture and Death in Swinburne's "The Garden of Proserpine"

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Swinburne's poem "The Garden of Proserpine" is known for its novel treatment of the theme of Proserpine, the Roman goddess in ancient mythology. I would like to show how in Swinburne's hands it became an amalgam of the ancient myth and the writer's poetic creativity, especially through his use of language. The purpose of this study is to link Swinburne's specific poetic diction used in this poem to the goddess Proserpine in order to showcase their paradoxical compatibility of life and death. Thus, the author's allusions to Proserpine and agriculture will be interpreted through the lens of etymology and its symbolism in the ancient world. This shall be shown through the description of the decaying garden which serves as a cornucopia of symbols alluding to her contradictory nature. The paradox of life and death found in Proserpine's character shall be analysed through Swinburne's specific language that refers to flora, agriculture, and death, thus highlighting his creative process.

Keywords: Garden of Proserpine, agriculture, death, paradox, language

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